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Countries that were once under colonial rule spend time coming into their own after national independence. They may make adaptations to their language, food and other parts of their culture that may resemble the colonist way of doing things but also adds their own unique way of representing themselves. What happens to the educational curriculum in a post-colonized nation; especially a country that represents a myriad of different racial and ethnic backgrounds? Do they focus on teaching about and in the style of the colonizer or do they incorporate information about all the people that live in that nation and how the former colonization affected individuals, racial groups and the nation as a whole.

This paper will focus on changes in the national and local curriculums here in the United States and Ghana. It will explore how curriculum over time has either included or excluded Africans and African-Americans. It will take a look current educational policy initiatives like Race to the Top and ask the question ‘who is being left behind’? Through a thorough analysis of past and current curriculum initiatives, the paper will uncover what teachers are instructed to teach and how that does or doesn’t support the cultural backgrounds of the children they are in front of each and every day.

I am still in the process of collecting sources for this paper. Sources that I have found thus far include the following:

Lukens Traoré, R. (2004). Colonialism continued: African students in an urban high

school in America. *Journal of Black Studies, 34,* (3)*.* Retrieved from <http://www.jstor.org/stable/3180941>

Cesaire, A. (2000). A discourse on colonialism. New York: Monthly Review Press.

Fanon, F. (1963). The wretched of the earth. New York: Grove Press.

Woodson, C. G. (1990). The mis-education of the Negro. Trenton, NJ: Africa World

Press

Journals that I may submit to include the following:

The Journal of Black Studies

Sociology of Education

Critical Studies in Education